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ABSTRACT

This paper presents an overview of the rationale of curriculum materials centers in academic libraries from their initial formation to their present status and envisions possible future roles. Terminology current in the field is defined, and materials centers are discussed in terms of curriculum materials centers and curriculum materials laboratories. A history of materials centers is traced from the 1920's when curriculum laboratories were first conceptualized, and the rationale provided focuses on two areas: the collection of teaching materials of all kinds, selected, organized, and maintained for use and study by students, faculty, and teachers; and the workshop or laboratory for developing and constructing curriculum and supplementary teaching materials. The first criteria is apparently being met, while the second varies qualitatively and quantitatively from institution to institution. Roles of other instructional materials centers are examined as each relates to a special subject field or to the teaching of specific groups of individuals. The future is postulated in terms of funds, human resources, and space. A possible enhancement of a materials center is presented as an addendum. The list of references cites 26 titles. (RAA)

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MATERIALS CENTERS: A DREAM OF THEIR FUTURE

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PURPOSE

To discover the rationale of curriculum materials centers in academic libraries from their initial formation to their present status and then to envision what possible roles they may have in the future are the primary considerations of this paper. As one begins to collect information on the subject it is immediately apparent that it is necessary to clarify the terminology to be used in this report to prevent any misunderstanding of the terms. It also becomes apparent that what has been written specifically about materials centers is minimal. About once in every two to five years a lengthy article appears; however, nothing has been published in 1977 and 1978. As a result other kinds of instructional materials centers have been studied with the idea that they may have roles that could be combined or coordinated with the present curriculum materials centers and affect the dream of their future.

TERMINOLOGY

In checking for information written on curriculum materials centers, the subject is primarily classified under the heading "Instructional Materials Centers" in most of the indexes used in the education and library fields. However the heading is also the one used for curriculum materials laboratory, media centers, teachers centers, instructional examination centers, career planning library, curriculum development and usage center, educational media selection centers and specialized centers for bi-lingual, music, and special education teachers

and for gifted, handicapped and exceptional children to mention many but not all of the ones found under what turned out to be a very generalized and inclusive heading. Therefore the following definitions of the various kinds of centers mentioned in this report are given in order that the reader may understand the writer's interpretation and use of them in this report.

LEARNING RESOURCE CENTER is the latest term for library.

INSTRUCTIONAL MATERIALS CENTER is a general term for many special resource centers in the field of education.

CURRICULUM MATERIALS CENTERS is "a special library within the academic library with the benefits of the total academic library system and also the benefits of the "small" experience of the specialized library where special, personal and individualized services can be rendered".[1]

CURRICULUM MATERIALS LABORATORY is "a department within a library or a separate unit within a school or college, organized to provide teaching aids for students such as elementary and/or secondary school textbooks, courses of study, tests, sample units, pamphlet materials, a picture file, filmstrips, slides, and other materials which may be helpful to the teacher in preparation of a unit of work. Synonymous with curriculum materials center, curriculum laboratory, curriculum library, instructional materials center, textbook library".[2]

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[1] R. Stuart, "Libraries and Learning" in New approaches to learning resources in higher education: selected papers delivered in conference in Cambria, Oct. 21-24, 1975, National Association of Teachers in Further and Higher Education. Library and Information Science Abstracts 77/3453, November-December 1977, p. 319.

[2] Carter V. Good, Dictionary of Education, p. 309.

MATERIALS CENTERS will be defined by the definitions given for Curriculum Materials Centers and Curriculum Materials Laboratory and for the sake of brevity will be used in preference to those two terms.

MEDIA CENTER refers to libraries in elementary and secondary schools. They contain not only books but also non-print materials, particularly audio-visual resources, for the use of students and teachers.

MEDIA CENTERS IN ACADEMIC LIBRARIES are special areas for collections of non-print media and video and audio materials of independent courses developed for individual self-instruction.

TEACHER CENTERS are information and skill centers for teachers to promote innovative and creative information, ideas, and skills. They are "both a place and a concept"; a place where skills are improved and innovations shared, and a concept of professional growth which values the integrity of each teacher's work.[3]

EDUCATIONAL MEDIA SELECTION CENTER is, as stated in Rowell and Heidbreder's Phase I report, a place which houses a wide variety of media and which conducts a full scale training program in the techniques of selecting and using media for librarians, teachers, educational supervisory personnel and other adults. The media in these centers are professionally evaluated and purchased. Various other services (in-service guidance, dynamics of utilization of media in schools, identification of sources

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[3]Corrinne and Robert Horwitz, "The Teacher Center, Inc. (New Haven, Connecticut): A Case Study". Educational Leadership 33: n.6, p. 434-439, March 1976.

of materials, and procedures of acquisition) are offered.[4]

CURRICULUM DEVELOPMENT AND USAGE CENTER is conceived as a combination media center, school district library and/or audio-visual center in a medium to large school district where curriculum development would be possible and teachers and para professionals could get advice of specialists.[5]

CAREER EDUCATION RESOURCE CENTER is a specialized materials center with resources in the field of career education for the benefit of students, particularly minorities needing career information, and teachers and counselors who wish to provide this information to students in their schools.[6]

PRESERVICE EDUCATION is the academic and professional experiences in high school, normal, college, teachers college or university that a person had before his employment as a teacher.[7]

IN-SERVICE EDUCATION includes activities on the part of employed teachers that contribute to their professional growth and qualifications, for example travel, professional reading, participation in supervisory and curriculum development programs, attendance at summer sessions, courses, etc.[8]

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[4]John Rowell and N. Ann Heidbreder, Educational Media Selection Centers: Identification and Analysis of Current Practices. Chicago: American Library Association, 1971, p. 1-2. Referred to by Phyllis Van Orden, "Promotion, Review and Examination of Materials". School Media Quarterly 6: 120-132, Winter 1978, p. 132.

[5]Norman Steinaker, "Ten Years Hence: The Curriculum Development and Usage Center". Educational Leadership 33: n.6, 413-421, March 1976.

[6]Roberta G. Egelston, "Stalking the Wild Job, or a Career Library From the Ground Up". Wilson Library Bulletin 52: n.4, p. 330-335, December 1977.

[7]Good, op. cit., p. 550.

[8]Loc. cit.

HISTORY

In way of introducing the history of materials centers, the reader may wish to know, that as of the end of 1978, the primary resources for this information are still the following four reports, excellent but not recent, by Elinor V. Ellis in 1969, Harlan R. Johnson in 1973, Leota Nevil in 1975 and Berthe Boudreau in August 1976. The complete titles and information on these reports may be found in the bibliography at the end of this report. The statistical materials that they present are from: 443 institutions nationwide, 331 reporting, 92% having curriculum laboratories, in the Ellis report;

66 curriculum laboratories, nationwide, but chiefly from 5 Arizona and California schools, in the Johnson report;

29 Pennsylvania institutions, 22 replying, 18 having curriculum laboratories, in the Nevil report;

8 Ohio, Illinois, Indiana institutions in the Boudreau report.

The development and use of instructional aids goes back to the days of Pompeii and one good example of an early aid is flash cards, found to be used in the 14th century. Leota Nevil presents other interesting historical facts about the development and collecting of curriculum.[9] We must move on in time however, to the early 1920's, to find the idea of a curriculum laboratory, as we use it today, emerging.

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[9]Leota Nevil, "A Survey of Curriculum Laboratories in Selected Colleges in Pennsylvania", p. 10-19.

They were developed to satisfy the need for improving curriculum to meet the changing social and educational demands of teachers and students. According to a study made by Marian L. James, the need or demand for materials to be produced or used in connection with curriculum development was the force that developed the curriculum laboratory. Those concerned in the developmental steps in curriculum preparation were interested in the development of curriculum laboratories. The study listed the laboratories beginning with a Textbook and Curriculum Service Laboratory organized in Western Michigan State College in Kalamazoo, Michigan in 1922, followed by a Bureau of Elementary Curriculum Research (called a Curriculum Construction Laboratory) at Columbia University, New York, in 1928, a curriculum laboratory at Western Reserve University, Cleveland, Ohio in 1929 and the Laboratory of Education at George Peabody College, Nashville, Tennessee in 1932. 43 more followed between 1939 and 1945 and 102 between 1945 and 1958.[10] Materials centers have continued to be added in the years following the James study.

The importance and purpose of curriculum laboratories was established with the writings of the 1960 and 1967 Standards and Evaluation Criteria for Accreditation of Teacher Education, in 1960 by the National Council for Accreditation of Teacher Education and in 1967 by the American Association of Colleges for Teacher Education. Standard VI

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[10]Elinor V. Ellis, "The Role of the Curriculum Laboratory in the Preparation of Quality Teachers", p.7, 8.

stated:

> A materials laboratory or center should be maintained either as a part of the library or as a separate unit. In any case, it should be opened to students as a laboratory of materials of instruction and should be directed by a faculty member well informed in the various instructional media and materials at different grade levels. This laboratory shoud include a wide array of books commonly used in elementary and secondary schools; various types of materials used in evaluating learning and curricular patterns, courses of study, and teaching units that are available.[11]

Recommended policies that govern their operation in order to achieve the purpose prescribed were set forth. They included hours of service, to whom (college, community, state, local school teachers and administrators), selection procedures, loan policies, services offered and the need to interpret the laboratory to the college community.

The concepts included were that the laboratory would be a service center without elaborate rules and regulations, and with a personal atmosphere. Also there was the concept that the laboratory should include in addition to professional services, activities that would help in-service and preservice teachers do a better job of teaching.[12] Their justification was established with their becoming one of the criteria for certification of the teachers education programs in schools of education.

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[11] Ibid., p.9, 10.

[12] Ibid., p. 11.

RATIONALE

Beyond their being included in the standards stated previously, the purpose and function of a curriculum laboratory were better defined by Elinor Ellis in her report as a place where preservice and in-service teachers could be exposed to an assortment of materials for the purpose of experimentation, evaluation, and enrichment of teaching and learning.[13] She even ranked it as the second significant factor in the teaching-learning situation, next to the classroom teacher, the primary and central element. The curriculum laboratory's significance was the result of the rapidly increasing supply of teacher aids of all kinds, machines, devices, programmed learning materials, self-instructional units, state-adopted textbooks, and manuals for teachers, all designed to facilitate the teacher learning process. Her lengthy study attempted to identify the influence that innovations in teacher education had on curriculum laboratories, to establish the basis of services rendered by curriculum laboratories to teacher education programs, and to give a firmer justification for the facility and all of the correlative functions it performs.[14] She also wrote that 1969 was a period of revolution in education and that teacher education institutions were faced with updating their curricula, with providing better teaching methods and practices and with providing for up-to-date innovative professional experiences for student teachers. The curriculum laboratory could play a major role by developing curricula, by providing experimentation and research for setting up teaching methods

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[13] Ibid., Resume page.

[14] Ibid., p. 1.

and practices, and by providing video and micro-teaching methods for student-teachers to improve their skills.[15]

Ellis, as did Leota Nevil in her report, listed ten to fifteen different services that could be and should be offered by materials centers. They could perhaps be best categorized into two areas: (1) the collection of teaching materials of all kinds, selected, organized, and maintained for study and use by students, faculty, and teachers, and (2) the workshop or laboratory for evaluating the materials and for developing and constructing curriculum and supplementary teaching materials. The two areas could sum up what together the materials centers or laboratories could provide - a service to stimulate teachers to teach better and students to inquire more; a service to increase the capacity of teachers to construct and up-date curriculum improvement, to give teachers opportunities to become acquainted with newer media, to do research in the field, to evaluate and produce necessary teaching aids and to experiment with tools for teaching; and a place where student teachers would get help in their search for the best methods of teaching.[16] The Nevil report stated that the activities, objectives, policies and services of the curriculum laboratory were all interwoven with the functions. They were based on the three premises that there were curriculum materials, there were personnel to make these holdings meaningful to users, and there was a place where collection, people, and instruction came together

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[15] Ibid., p. 3.

[16] Ibid., p. 14.

to make curriculum development and revision possible.[17]

As one studied all four reports that were mentioned in the previous section of this report and the statistics that were compiled by them, the following basic facts became evident. Though materials centers were definitely justified and deemed important by their being one of the requirements for accreditation of a college of teacher education, there were no standards or guidelines set for them or that they all met. They all fundamentally had all kinds of teaching materials available though the amounts and kinds varied depending upon the funds for purchasing available and the needs of their users. Their locations were about equally divided between being part of the central library or being housed in the school of education, both areas having their specific advantages. The organizing of the materials, classification systems and services offered varied. The directors of these centers all appeared to be well qualified but their staffs varied, more likely being small, even inadequate, as did their budgets.

By late 1976 however, though materials centers or laboratories wanted to offer the many services it originally envisioned being responsible for, funding and staffing made this less possible or less likely available. Librarians and their para-professionals were providing the first area of service - organizing, collecting, and helping students to use the materials, but workshop or laboratory services were not always provided in this setting unless the faculty developed, encouraged, and stimulated such programs along with their courses of instruction. Sta-

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[17] Nevil, op. cit., p. 35-40.

tistically it appeared that the first area of service though not following any guidelines or standards was provided by most curriculum materials centers or laboratories adequately and professionally. The quality and quantity of activity in the second area though varied greatly from institution to institution and was where the dream of the future materials centers could be found.

ROLES OF OTHER INSTRUCTIONAL MATERIALS CENTERS

In the process of searching for information on curriculum materials centers, other kinds of instructional materials centers and their programs were studied. Because of their possible effect on the future of the curriculum materials centers, some of them will be described.

Educational Media Selection Center

The idea of educational media selection centers was identified and analyzed in 1971 in a report that was Phase I of a project toward the development of such centers. In 1973 Cora Bomer and others published a report of Phase II which provided further rationale as well as specific suggestions for the development of such centers.[18] The functions of the center briefly included: 1) reference/information and consultant service to users, 2) evaluation of media including information about the process of evaluation both from preliminary appraisals to field testing, 3) in-service training for users, 4) research, 5) communications such as news-

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[18] Phyllis Van Orden, "Promotion, Review and Examination of Materials". School Media Quarterly 6: p. 120-132, Winter 1978, p. 131.

letters and information sharing programs.[19] The functions and rationale reminded one of the same for curriculum laboratories in the Ellis report. It was based on the following significant factors, the rapid proliferation in the numbers and variety of educational media, the heightened appreciation of their use, the new demands of changing school curriculum, and a broader community involvement in educational programs in and out of school.[20] The third point sounded like the rationale mentioned in discussions of the teachers center, which will be discussed next in this report.

Unfortunately this project has mysteriously ceased. Such centers that do exist have developed because of the efforts of people primarily at state and district levels. The states of Oklahoma and Pennsylvania are cited as examples, but the future of this kind of center is uncertain. The proposals that have been made for such centers and the successes that have been achieved, particularly in Pennsylvania, indicate that they offer some of the best means to meet the problems of materials selection, curriculum development, and good library media service. Professional support of this kind can improve not only school libraries, but also through expanded service, all kinds of libraries, even the total education in the total community.[21]

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[19]Cora Paul Bomar, M. Ann Heidbreder and Carol A. Nemeyer, Guide To The Development Of Educational Media Selection Centers: Report On Phase II of Educational Media Selection Center Program, p. 26.

[20]Ibid., p. 10-19.

[21]Elizabeth Hoffman, "School Library Media Center's - Educators' Toolboxes: A Look at Pennsylvania's Examination Centers". Pennsylvania Library Association Bulletin 30: 95, September, 1975. Referred to by Van Orden, op. cit., p. 131.

Teachers Center

The teachers center is another kind of instructional materials center that has developed and grown in numbers and diversity in the past four years. Having roots in Great Britain where the educational system and organization and the curriculum publishing business does not appear to be as sophisticated, bureaucratic or extensive as in the United States, the idea of faculty and in-service teachers meeting, sharing ideas and developing new curriculum sounds idealistic and filled with fellowship. In this country, it becomes more dependent on rationale, programs and funding.

"What a teachers center is for"[22] has two notions as presented by Kathleen Devaney. The first one has the image of the center as a place where teachers come voluntarily to make things for classrooms, to exchange ideas, and to learn in a format of a one-shot or short series workshop rather than a semester long lecture-textbook based learning experience. In the second notion the center emphasizes the concept or process of a local school district, college or education or perhaps state department of education collaborating to meld pre-service and in-service education in a new field-based institution that can make pre-service more nitty-gritty practical, inservice more challenging intellectually, professional credentialling more realistic, educational research more relevant, and professional performance more accountable.[23]

In a more recent article on the teachers centers, their common

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[22]Kathleen Devaney, "What's a Teachers Center For?" Educational Leadership 33: 6, p. 413-21, March 1976, p. 413.

[23]Loc. cit.

characteristics are listed as 1) in all, teachers have a major voice in how they are operated. They must be governed by a board of a majority of classroom teachers. 2) They all emphasize in-service programs although some cooperate with a school of education to provide resources for pre-service teachers. 3) They shall have varied programs, courses, workshops, speakers and free and inexpensive materials. 4) They shall give attention to development of curriculum and shall develop instructional strategies appropriate to teaching.[24] Five kinds of teachers centers are described: 1) independent ones; four years ago 50% were this kind, today only 10% are, 2) school district kind, 3) consortium type of cooperatives of various groups in and out of education; this type can be part of a state-wide network with the local center locally controlled and offering services for pre-service and in-service teachers and also the entire non-education community, 4) legistlative type where the state legistlature earmarks funds for the center, Florida being a unique one of these, 5) union kind developed by teacher unions in collective bargaining and funded by union dues.[25]

Vincent R. Rogers suggests some questions that need to be asked about teachers centers: where will the funding come from? what will its relationship be with the university? should school administrators and specialists be included? shall they deal with more than practical needs of teachers or include larger questions dealing with theory, research and philosophy? what will the role of parents, unions, professionals

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[24]"Teacher Centers: Instructor Special Report". Instructor 88: 4, p. 32-36, November 1978, p. 32.

[25]Ibid., p. 32-36.

organizing them be in the centers?[26] Another article suggests these questions need to be answered about teachers centers. Does the center make a difference in the lives and work of teachers in the classrooms? How does the center affect the learning and development of children?[27] Many of these questions can appropriately be applied to and asked of other kinds of curriculum materials centers as well.

Curriculum Development and Usage Center

The curriculum and usage center is the proposal of Norman Steinaker for the future. He sees this kind of center in place of the media center of school districts with more than ten schools. Here materials and media can be available for curriculum development, human resources can be available to provide specialized services or act as consultants, and work areas and equipment can be available for gathering and using resources, and developing and preparing new materials and curricula.[28] He foresees that more and more individual teachers will make choices in what curriculum will be used and in the development of that curriculum. The center can provide the framework in which teachers can weigh the options and try the alternatives. Para-professionals can get in-service training there. The center can keep abreast of technological changes and implement them in the center. Career development may

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[26]Vincent R. Rogers, "Editorial - Teachers Centers in the United States: An Idea Whose Time Has Come?" Educational Leadership 33: 6, p. 404-405, March, 1976.

[27]Tom Lickona and Peg Hasch, "Research on Teachers Centers". Educational Leadership 33: 6, p. 450-455, March, 1976. p. 455.

[28]Norman Steinaker, "Ten Years Hence: The Curriculum Development and Usage Center". Educational Leadership 33: 6, p. 447-449, March, 1976. p. 447, 448.

possibly be included. It can be a "changing and growing curriculum support center".[29]

Curriculum Centers For Special Teachers

A number of articles were read about materials centers for teachers in a special subject field or teachers of students with special needs. The centers included the following ones.

Bi-Lingual Resource Center, Brooklyn, New York. A clearing-house, resource laboratory and disseminating unit on bi-lingual and bi-cultural education for the Board of Education of New York City.[30]

The Alabama Learning Resource Center, Jacksonville State University, Alabama. Primarily a center of instructional materials for special education personnel.[31]

The Career Planning Library at University of Pittsburgh, Pennsylvania. A resource center on careers; information about them and their educational requirements, and special information on job hunting and employment for women.[32]

Presser Learning Center, Temple University, Philadelphia, Pennsylvania. A materials resource center and laboratory for the preparation of music teachers.[33]

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[29] Ibid., p. 449.

[30] Erik Mortensen, "Bi-lingual Resource Center. School Year 1974-75", 71 p.

[31] Greg Frith and Fred Wells, "The Alabama Learning Resource Center - Some Perspectives", 10 p.

[32] Egelston, op. cit., p. 330-335.

[33] Jacquelyn Boswell and Timothy Gerber, "The Presser Learning Center: A Resource for Creativity in Teaching". Music Educators Journal 63: 9, p. 48-53, May 1977.

Teachers Centers for Special Education Teachers of Exceptional Children, a number of them in Illinois. These are centers providing curriculum resources for regular students that can be used and adapted for those with special handicaps.[34] Another group of centers of this type are media centers developed by school districts to help the teachers handling children with special handicaps.[35]

Gifted Area Service Centers of which there are nine in Illinois. These are resource centers to assist school districts that wish to provide special services to an identified group of gifted children.[36] [37]

The National Center on Educational Media and Materials for the Handicapped, Washington, D. C. and its area learning resource centers and specialized offices. They provide services to teachers of the handicapped and developers of educational materials for the handicapped. The federal program helps to stimulate the similar state programs and specialized offices for specific handicaps.[38]

All of these special materials centers have a number of charac-

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[34] Margaret S. Estle and Cheryl L. Christensen, "Teachers Centers and P.L. 94-142: A Unique Opportunity for Cooperation and Resource Utilization". Illinois Libraries 59: p. 486-488, September 1977.

[35] Donald C. Adcock, "Media Services for Exceptional Children: Some Current Practices in Illinois". Illinois Libraries 59: p. 477-479, September, 1977.

[36] June B. Stark, "Program Development and the Gifted Area Service Centers". Illinois Libraries 59: p. 480-485, September, 1977.

[37] Joyce Van Tassel, "The Role of the Library in Gifted Child Education". Illinois Libraries 59: p. 498-500, September, 1977.

[38] Victor E. Fuchs and Joyce Ellis, "Service: A Priority with the National Center On Educational Media and Materials for the Handicapped". Journal of Learning Disabilities 10: 2, p. 72-78, February, 1977.

teristics that are common to one another and similar to the academic curriculum materials center. They provide a place for educational resource materials to be collected, organized and used by pre-service, in-service teachers and other interested persons in the educational field. They also provide programs for the evaluation of resources, for the development of new materials, and for the stimulation of the creativity of teachers. The primary difference between them is that each of them relates to a specific subject field or to teaching a special group of persons.

A DREAM OF THE FUTURE

It appears to this writer that the availability of three factors will affect the future of materials center. They are funds, human resources, and space. The limitations and wise use of these will determine the quality of the materials center of the future. A fourth factor will also affect the center of tomorrow and that is the base for its usage. Who makes use of the center and for what purposes will determine how valuable the center is.

Because funds in these days of inflation are shrinking or at least not stretching as far, cost-saving and more efficient organizations that can give service to greater numbers of persons will be the aim of the future centers. This will be possible by combining/coordinating different kinds of centers into one center which will allow the sharing of the material resources one has rather than duplicating them in many different locations. This broader base will also provide more profes-

sional and qualified personnel capable of organizing and making the resources and services available to users for longer periods of time. Also with provision for laboratory space, workshop/conference-type rooms for one's service, it will be possible to share this space and schedule its use for many services.

A selection center and a teachers center are the two most important centers that can easily be combined with a materials center in an academic library. Since both of these kinds of centers are presently being suggested or supported by many organizations, government (state and federal), teachers unions, and local school districts, their inclusion can make additional funds available through grants, taxes, and donations to a larger-style materials center. Professionals, specialists, and persons with varied experiences from both the university and surrounding communities can become available on part-time and/or full time and paid or volunteer basis making it possible to provide stimulating, creative and imaginative services with only time and talents limiting the possibilities.

Specialized teaching centers in such fields as career education, special education, gifted-children, music education, to mention some, can also be possible additions to this broader-based materials center. Which of these types are included depends upon the kinds of teachers education the university offers and the kinds of special schools located in the communities surrounding the university.

It is also possible to imagine the academic materials center being a curriculum development and usage center for smaller school dis-

tricts that can not individually afford to have the one envisioned by Norman Steinaker for the large school districts. The development of this idea may take place through the use of an idea James T. Mancill presents as part of a program for coordinating information for Texas educators.[39] His idea is to send out questionnaires to school administrators and teachers to discover their needs. The materials center adapting the same approach can also send out questionnaires to area teachers and school administrators to determine who are the actual and potential users for this kind of a center, what services do they need and then determine what can motivate them to come to the center. It may also be worthwhile to determine the practical distance limit of a central materials center, a topic Thomas Shaunessy discusses in his PhD. dissertation.[40] In the process, approval and committment of local school districts may also be obtained. It may be a convincing idea to present the materials center as a place for in-service training of their teachers. Here resources and expertise are readily available in a central location and their teachers have opportunities to meet with others from other school districts as well as their own. They can share experiences and improve skills that will increase their abilities and stimulate their ingenuity. They can evaluate available curriculum and develop new, a goal each of these kinds of centers proposes. It follows that it is possible then to convince the

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[39] James T. Mancill, "Coordinating Information for Texas Educators, A Guide for the Development of a Campus Level Information System", p. 16-18.

[40] Thomas Shaughnessy, "The Influence of Distance and Travel Time on Central Library's Use. PhD dissertation, Rutgers, the State University, 1970.

individual smaller districts and schools to support financially the academic materials center that will provide these kinds of services which they can not provide individually but in cooperation with others can become a reality.

The dream of the future materials center returns to the basic idea that if the material resources, media equipment and space can be provided in a central location and be shared by many, rather than be duplicated or scattered, savings, efficiency and multi-services can result.

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ADDENDUM

The dream of the future materials center can be specifically applied to the Materials Center of the Governors State University. With this university being particularly well-located, it is possible for its materials center to be the educational media selection center for the north eastern counties of Illinois. Location also makes it possible for the materials center to be a teachers center for many school districts located in the surrounding area who can not afford to provide such services for their own teachers but who can contribute to such a service if it was done in cooperation with other school districts and the university materials center. The materials center with the addition of a few workshop/conference type rooms can make the services that a teachers center offers possible. These also can be the services that the center should be offering to their education students as part of the university's pursuit of excellence in its teachers programs. With the expansion of the materials center's services, additional staff can be provided by offering graduate student internships in the center, which can give the students opportunities to assist with various activities, evaluate resources and develop new curriculum materials, all valuable activities for the center and the students. Also the support and expertise of the faculty and the administrators of the library are vitally needed but with them the materials center can be the hub, the integral part of the teacher education program of the university and not just an appendage.

By accentuating and promoting all of these services to pre-service and in-service teachers, by offering traditional and non-traditional educational opportunities, such as seminars and curriculum skill workshops, and by offering services through organizations and institutions

such as teachers' organizations, special schools like SPEED and the Ludeman Center, and in specific fields like music and bi-lingual education, one can only imagine the image of Governors State University being enhanced, its influence being expanded, and its enrollment being increased--the result of the exposure the Materials Center would provide.